

SDE-IHE Work group
Meeting Notes
Friday, February 10, 2012
CAS, Cheshire

Attendance: Jacqui Kelleher, Sacred Heart University; Peter Madonia and Gladys Labas, Southern CT State University; Santosha Oliver, East Hartford Public Schools; Nancy Testori and Suzanne Goodison, Central CT State University; Tara Gleason, Region School District #6; Suzi D'Annolfo, University of Hartford; Marijke Kehrhahn, UCONN; Amanda Bozack, University of New Haven; Ann Anderberg, Eastern CT State University; Christine Emmons, Yale University Comer Child Center; Steve Bergin and Melissa Barbuto, Hamden Public Schools; Rosanne Daigneault, Joanne White, and Iris White, SDE

Unable to Attend: Maria Kat Davoodi, Alternate Route to Certification and Phil Streifer, Superintendent, Bristol Public Schools

Feedback Regarding CALI Modules:

| Title of Module: | General Feedback Regarding Content | How content might be used in Higher Education (coursework and/or field experiences) | Resources that would be helpful to Higher Education |
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| Using Differentiated Instruction to Implement the Common Core State Standards | <p>Content is good, but there is a lot of it.</p> <p>Need to address ELL and Special Needs populations</p> <p>Might be helpful to show videos of teachers struggling</p> | <p>DI used as a common point of reference for preservice teachers as they go out to do clinical visits. Cohorts of teachers formed with DI as their focus. Resource tools developed to help pre service teachers focus on. Have pre service teachers interview the teacher about DI (need to prepare conversation starters for them), interview principal about who they think are</p> | <p>Access to video clips that are used in training.</p> <p>ASCD has some great clips of teachers talking about their lesson planning and then showing the teacher delivering that same lesson.</p> |

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| | | the best “DI” teachers. Develop a lesson and work with teacher to see if it’s appropriate. | |
| Improving School Climate | <p>Need to explicitly state the difference between culture and climate and provide a stronger focus on expanding the understanding of what the culture and climate for a school learning community should look like and then, what is needed to create those conditions.</p> <p>Understanding child development is essential and should be the foundation.</p> <p>Culturally Responsive is listed on one slide, but not addressed in the rest of the powerpoint.</p> <p>What about the classroom climate?</p> | Pre-service candidates walk into a pre-existing climate. Need to prepare them for ever changing dynamics | Data Showcase focused on School Climate data. |
| School and Instructional Data Teams | <p>Districts need explicit examples of adult actions</p> <p>Looking at Student Work is an important</p> | Leaders are not currently trained in data driven decision making at the undergraduate or graduate level | <p>Cleaned data sets in ELA and Math to download</p> <p>Teach faculty how to use CT Reports</p> |

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| | <p>component of the training.</p> | <p>Develop a “speakers bureau” practitioners, consultants, etc. who could serve as guest speakers in Higher Education classes. Would be particularly helpful to have practitioners who have gone through the process (i.e. data teams)</p> <p>Integrate use of technology</p> <p>Emphasize the importance of adult behavior. Schools might use different models or programs, but what can they do instructionally to help students learn.</p> <p>Need to prepare candidates for participation in collaborative practice. Different districts may use different titles, but most have some form of a professional learning community</p> | <p>one quick slide that describes the 5 bands and what they mean</p> <p>Video of data teams in action</p> |
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| Getting Ready for the Next Generation of Assessments | Some of the content may not align with current research | | |
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Feedback regarding Common Core of Teaching 2010 Slide:

- Oversimplification of Educational Leadership, it is not address in a compelling way
- Should be laid out in the correct order of what comes first and how do they interrelate
- Change word “skills” to “dispositions”

Additional Recommendations for SDE:

- Pre-service teachers do not received enough instruction on working with ELLs and Special Needs students.
- There is a gap between what the districts are looking for and what higher education prepares---we all need to talk and
- Develop a School Improvement page where all relevant information for districts is posted on one page, to prevent personnel from having to search multiple pages (i.e.: state assessment tutorials, concrete examples of adult actions, CEDAR)
- Forward data to Higher Ed on the effectiveness of CALI
- SDE should consider the development of a leadership module for CALI
- Training materials should be “packaged” for faculty, so all information is in one place
- Number of course requirements makes it difficult to find time to integrate this work
- Modules need to be “field tested” with faculty
- Hold regional data showcases to make it more convenient for faculty to attend
- Important to spell out acronyms, can’t assume that everyone will know what the initials mean

Next meeting date: Friday, April 27th, immediately following the SDE-IHE Symposium at Waters Edge.